

Thematic progression-based recount paragraphs produced by the eighth graders of Islamic junior high school

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Abstract

This study aims to find out how the eighth graders of Islamic junior high school, particularly MTSN-2 Palangka Raya in producing a recount paragraph based on thematic progression. This study belongs to descriptive study with qualitative approach. For the data collection, it was used the research instruments such as observation, documentation, interview, and field notes. As the representative data, the 17 writing products of recount paragraphs produced by the eighth graders were analyzed. The results show that there were several ways used by the students to write thematic progression-based recount paragraph. In the process, in pre-writing activities, the students firstly determined the theme. In the next process, in whilst-writing activities, the students wrote the first draft by using the transition signals to connect the theme and rheme, using the easiest pattern of the recount paragraph, and then writing the conclusion. In the last process, in post-writing activities, the students revised and edited their writings and submitted their works to the teacher for publication. By using thematic progression, the students become more precise in writing their recount paragraphs and they can increase the cohesiveness of the text they have produced.

Keywords: thematic progression, recount paragraph, writing skill, cohesive writing

INTRODUCTION

Writing is different from other skills; it can be said as the combination of all skills. Writing composition is a task, which involves the students in a manipulating word in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicates their writer thoughts and ideas of a certain topic (Hyland, 2004, p. 20). There are various ways to organize the sentences in a piece of writing. One of them is recount text. In the recount text, the sentences are usually organized according to time order or chronological order.

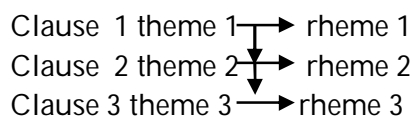
Related to the teaching of writing, according to Miftah (2015), for the success of the writing teaching, there should be implemented model procedures of writing process approach through the stages of writing such as prewriting, drafting, revising, editing and publishing. In producing writing in the form of paragraph or essay, students should prepare the main ideas or topics that are going to discuss and then support it by the supporting ideas. As stated by Sabarun (2013), main ideas should be connected to the central topic that has been prepared and support the topic, and then students should organize them to be a good paragraph or essay. In addition, the writing produced should be coherent in line of thought order and writing purpose (Harmer as cited in Syafii, 2017).

Referring to the study about this topic, several researches had been conducted. Noviyanti (2015) reported that students' texts from all levels had acquired the main purpose and the schematic structure of a recount text. Mulatsih (2016) said that the students employ thematic development patterns mostly in developing their paragraphs with the theme of repetition, and using a zig-zag pattern. Next, Shakeh (2016) did a study focusing on thematic progression in the rhetorical sections of an online Iraqi English newspaper. Also, Yan (2016) focused on the patterns of thematic progression in the argumentation writing of non-English majors. The results indicated that the application of "Theme-based Approach" has a positive impact on the improvement of students' writing ability.

Martin et al. (2003, p. 21) said that ideational meanings are realized by transitivity structures. Transitivity structures are the patterns of processes, participants, and circumstances carried by the content words. In grammar, it is laid on the subject and finite. By manipulating the subject and finite, we manipulate the mood, the interpersonal meaning, the intent. Finite carries a lot of burden of the mood of the clause. It carries (1) primary tense, (2) positive and negative form, (3) modality, (4) agreement. Thus, by mastering grammar, we

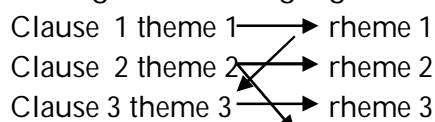
will be able to convey our interpersonal meaning well. Textual meanings are realized by theme pattern in a text. The theme is the point of departure. The reiteration of theme choice expresses the textual meaning being made in the text. That theme is the starting point or signpost for a speaker, and rheme is a temporary destination. Usually the bit of the message that the writer or the speaker considers interesting or important comes in the rheme (Butt et al. 2007, p. 114).

Related to thematic progression, thematic progression is one way that the coherence of a text is maintained, namely by repeating themes in a clause in the next clause. Sentence is one with the other in a coherent paragraph can use the development theme (thematic development) is by taking the theme (Theme) in the previous sentence to be applied to the next sentence" (Rorvik, 2012, p.165-167). In this type of theme, the pattern of thematic progression has the same theme that well organized or regularly. While the rheme of each clause gives further explanation to the same theme. This first type of thematic progression is easy to be understood and makes the reader or listener easy to find the information. In the other hand, the disadvantage of this type is this pattern could probably make a monotonous text. The figure of reiteration or constant theme can be seen below:

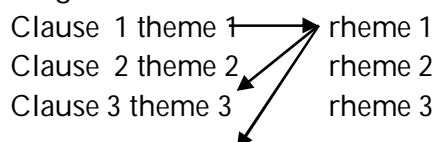


The second type is zigzag theme. In this pattern, an element that is in the previous clause becomes the theme in the current clause.

The figure of the zigzag theme can be seen below.



The last type is multiple themes. In this pattern, the theme of one clause introduces a number of different pieces of information, each of which is then picked up and made a theme in subsequent clauses. It is described by the diagram below:



Based on the background of the study, the research question is,

1. How are the procedures in writing recount paragraph based on thematic progression by the eighth graders of MTSN-2 Palangka Raya?
2. What are the patterns of thematic progression in writing recount paragraph by the eighth of MTSN-2 Palangka Raya.

METHOD

The research type used a qualitative approach. Qualitative research examines a phenomenon as it is, in rich detail, flexible, evolves during the study, uses small samples, and may generate theory (Ary et al., 2010, p. 29). Qualitative research is concerned with life as it is life, things as they happen; situations as they are constructed seek lived experiences in real situations. This research used qualitative approach because the study to explain and to know about student writing produce recount paragraph based thematic progression by students of eighth grade of MTSN-2 Palangka Raya.

The data are in the form of explanation and description or words. In this research, the writer used the descriptive qualitative method. The subject of the study was the eighth graders of MTSN-2 Palangka Raya. Consist, one class, there are 33 students. In this study, the writer took the data from English teacher at the eighth graders of MTSN-2 Palangka Raya. The name of the teacher is ZA to support the data. The writer also taken the data from the eighth graders of MTSN-2 Palangka Raya total of the student were 33. It was used instruments to get the data needed, they are test, observation, interview, and documentation. To analyze the data, "the writer used three techniques they are data collection, data reduction, data display". (See the Table 1 and Figure 1).

Table 1. The Data Required

Source of Data	Instrument	Data Required
The process of writing	Observation	Learning Process using in writing thematic progression.
Students.	Test	Student results write a recount paragraph based on thematic progression.
Students.	Interview	How the students write recount paragraph based thematic progression.

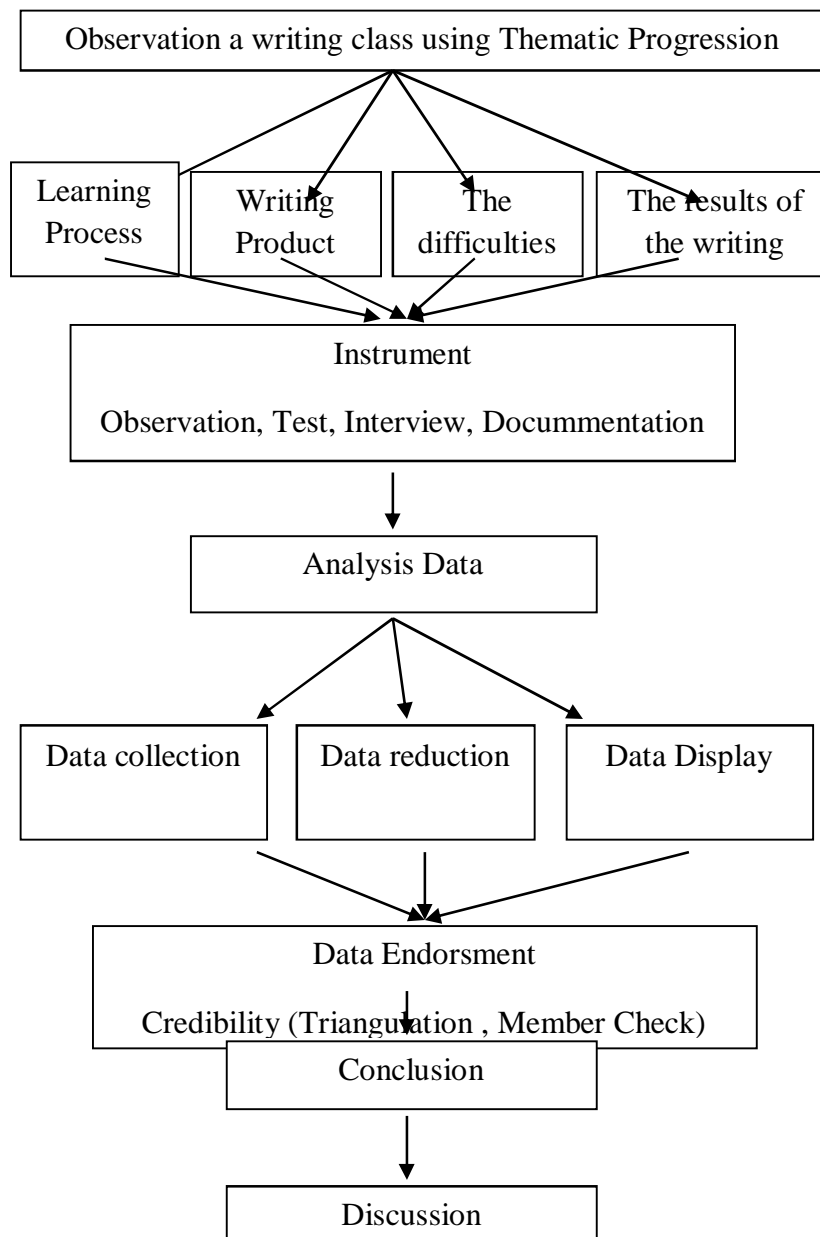


Figure 1. The steps in collecting data and analyzing.

FINDINGS AND DISCUSSION

The Procedures in Writing Recount Paragraph based on Thematic Progression

The procedures in writing recount paragraph based on thematic progression produced by the students. First, in prewriting activities, students choose a topic to write recount paragraph. In determine the topic of the students choose some topics that the writer has set such as Experience, Holiday and Biography. Students choose one of these topics by used the background of knowledge of what topic they want to choose. Second, in whilst writing activities, students write the first draft a recount paragraph based thematic progression. In writing the first draft the students focused on the chosen topic, and wrote the first event they experienced. Next, students used transition signal to connect between theme and rheme in made recount paragraph based on thematic progression. The last, students define the pattern in writing recount paragraph based thematic progression. Third, in post writing activities, students revised the recount paragraph and change it if necessary. After that, students submitted recount paragraph to the teacher.

The Patterns of Thematic Progression in Writing Recount Paragraph

The patterns of thematic progression in writing recount paragraph used by the students. Based on the result of test, observation, and interview the students using thematic patterns in recount paragraphs: The three patterns of thematic progression (re-iteration, zig-zag, multiple themes) the eighth graders used zig-zag patterns in the process of writing a paragraph recount. In their opinion based on interview results, the used of zig-zag patterns makes them easier to write a paragraph, because based on thematic progression connecting between theme and rheme is very easy using zig-zag pattern. The eighth graders used zigzag pattern in the writing process, the pattern is the easiest pattern in the process of making a paragraph, because easily in connecting theme and rheme.

CONCLUSION

Based on the finding of the study, the eighth graders of MTSN-2 Palangka Raya write a recount paragraph based on thematic progression as follows : The students write recount paragraphs based on thematic progression in several ways: First, students choose a topic to write a recount paragraph. Second, students develop selected topic using background knowledge about the topic. Students have several ways in writing recount paragraph based on

thematic progression: First, students write the first draft a recount paragraph based on thematic progression. In this case, the students focused on the chosen topic and wrote the first event they experienced. Second, students used transition signal. In this case, the students selected the appropriate transition signals with the sentences they made. Third, students connected between theme and rheme in making recount paragraph based on thematic progression. In this case, the students wrote down the essence of the paragraph. They write each sentence contained the theme of the paragraph and rewrite it in the next sentence which was the rheme. Next, students defined the pattern in writing recount paragraph based thematic progression. In this case, the students paid attention to the examples of each thematic progression pattern, and choose which they think easy. The last, students write a conclusion. In this case, the students wrote the conclusion of the paragraph they made. Students revised the recount paragraph and changed it if necessary. Second, students edited the writing process by checking the flow of ideas, grammar, spelling, punctuation. The last, students submitted a recount paragraph to the teacher.

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